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ABSTRACT

The Resource Development Project of the Southern Regional Education Board, in conjunction with federal, state and local agencies and southern colleges and universities has organized a service-learning internship program for college students. This handbook is designed as a guide for student interns and project committee members as they work together during an internship assignment. Notes on program objectives and operation, responsibilities of program participants and other related information are included. The handbook is organized so that additional information developed or received by project participants can be included with the original materials. (Author/HS)

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Handbook for Resource Development Internships

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RESOURCE DEVELOPMENT INTERNSHIP PROJECT
SOUTHERN REGIONAL EDUCATION BOARD
130 Sixth St., N. W.
Atlanta, Georgia 30313

FOREWORD

This Handbook is designed as a guide for student interns and project committee members as they work together during an internship assignment. Notes on program objectives and operation, responsibilities of program participants and other related information are included.

The Handbook is organized so that additional information developed or received by project participants can be included with the original materials.

The internship program is planned and administered by the Resource Development Project of the Southern Regional Education Board with the support of federal, state and local agencies and southern colleges and universities.

William R. Ramsay, Director
Resource Development Project

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PROGRAM OBJECTIVES

Internships in Resource Development are arranged by SREB to:

Give immediate manpower assistance, through the work of students, to agencies concerned with economic and social development.

Provide constructive service opportunities for students seeking to participate in the solution of social and economic problems.

Encourage young people to consider careers and citizen leadership in programs of development and to provide a pool of trained personnel for recruitment by sponsoring agencies.

Give students in the social sciences and related studies a more relevant and meaningful education in the complexities of resource development.

Provide additional avenues of communication between institutions of higher learning and programs of social and economic development by making the resources of the universities and colleges more accessible to the community and by providing a means for keeping curriculum, teaching and research relevant to the needs of society.

All education worthy of the name enhances the individual. It heightens awareness, or deepens understanding, or enlarges one's powers, or introduces one to new modes of appreciation and enjoyment. It promotes indivudual fulfillment. It is a means of self-discovery.

Of the many obstacles that have been encountered in making education universally available, two are of particular interest in the present context. One is the notion that education is something which takes place in a block of time between six and eighteen (or twenty two) years of age. The second is the idea that education is something that can occur only in a classroom. A system of education suited to modern needs and aspirations cannot come into being until these two notions are finally done away with.

John W. Gardner

TERMS AND CONDITIONS OF INTERNSHIP APPOINTMENT

Status of Interns

During the term of the internship, the intern shall not be considered as an employee, agent or representative of SREB, the supporting agency or the organization to which the intern is assigned.

Full-Time Appointments

Interns receiving full-time appointments shall not work for other compensation during the full-time period of the internship. Any interruption in time spent on the project due to illness, personal circumstances, or other reasons must be reported promptly to the project committee chairman. Periods of interruption of up to five days may be authorized with no adjustment in stipend or time. Periods of absence in excess of five days may require an adjusted stipend or an extension of the appointment period to assure completion of the project commitment.

Insurance

In view of the fact that extensive travel may be required during the internship, the intern shall procure and maintain--at his own expense--such property damage, personal injury and comprehensive liability insurance as is required by laws governing financial responsibility in his state.

Payment of Stipend

Stipend payments will be made to interns by SREB in installments as indicated in the appointment letter.

Upon acceptance and commencement of appointment, the initial stipend payment will be sent to the project committee chairman for release to the intern.

The final stipend payment will be released upon acceptance of a final project report, as certified by the project committee to SREB.

Travel and Miscellaneous Expenses

SREB will either provide limited travel and miscellaneous funds or arrange with the host agency to cover these costs for the intern.

Travel and Miscellaneous Expenses (continued)

If SREB provides these expenses as indicated in the appointment letter, funds for travel are provided on a reimbursement basis of eight cents per mile in lieu of all costs. Funds for miscellaneous expenses such as postage and telephone calls are also provided on a reimbursement basis. These funds cannot be used for living costs such as meals, entertainment, or lodging. Total travel costs and miscellaneous expenses may not exceed the amount stated in the letter of appointment.

Statement of actual miles traveled in connection with the project and miscellaneous expenses incurred shall be furnished by the intern to his project committee chairman on the day designated in the letter of appointment for approval and reimbursement by SREB. Performance and expense forms are included in the Handbook. It will be the responsibility of the intern to keep accurate records, complete the forms and submit them to his project committee chairman for approval and mailing to SREB.

Office Service

Where possible, office services such as typing, preparation of forms or charts and reproduction will be arranged through the project committee chairman. Need for such services shall be reported sufficiently in advance to allow time for arrangements.

Reports and Publication

Periodic and special reports will be required as established by the project committee. Each project committee chairman should determine at the initiation of a project the reporting procedures expected of the intern. Program content matters may be briefly reported to SREB every three weeks with the submission of each performance and expense statement.

Interns shall maintain the confidentiality of any information which may be obtained through application forms, interviews, tests, and reports from any agency. Wherever applicable, such information shall be divulged only as necessary for purposes related to the internship project and to persons having responsibilities for the project.

All materials collected during the internship assignment shall be considered as belonging to the local sponsoring organization unless other arrangements are approved by the project committee.

Interns may publish the results of their projects, or any portions thereof, with the written permission of SREB.

Termination

Should an early termination appear desirable on the part of the intern or the local organization, at least two weeks' notice (in writing to SREB) is required and a proportional reduction in stipend will be negotiated depending on the date of termination and status of work on the project. Notwithstanding this notice requirement, SREB reserves the right to terminate the appointment and the stipend payments immediately for violation of the terms of this appointment or for misconduct.

Clause on Addresses

For evaluation purposes each intern is requested, upon inquiry from SREB, to provide information for a period of five years following completion of his project.

PROGRAM OPERATION

Identification of Areas and Projects

Areas of assignment are chosen in consultation with representatives of the sponsoring agencies. Specific areas are selected, with consideration given to (1) the potential contribution of the intern to the local situation and (2) the potential value of the local assignment to the intern.

Projects are selected by local organizations in consultation with SREB, the sponsoring agencies and university representatives. Outlines are required for each project to assure that the project is well enough defined in purpose, scope, specific objectives and approaches.

Cooperation of Universities and Colleges

After project areas and definitions have been selected, universities and colleges in the immediate area are invited to participate in the program and name a faculty member who will serve as counselor for the internship project.

Eligibility and Selection of Students

Any citizen of the United States enrolled at the junior, senior, or graduate level in a college or university is eligible to participate in the internship program. (A sophomore may apply providing he completes his sophomore year before beginning his project.) The primary responsibility for identifying applicants is with the participating university or college and the faculty representative selected. Intern selection is made by SREB in consultation with local organizations and faculty representatives. Primary consideration is based upon academic competence, aptitude, and interest in resource development as a meaningful area of work and study, although financial need may be a factor.

PROJECT COMMITTEE

Each intern is guided by a project committee consisting of at least:

(1) A representative of the host organization.
(2) A university representative appointed as a counselor.
(3) A technical representative.

Additional members may be appointed by SREB upon recommendation of the local participants.

Each member of the project committee represents a resource person available to the intern during the term of his internship appointment.

Project committee members will be appointed by SREB on the recommendation of the organizations and institutions involved. Prior to the initiation of an internship project, one member of the project committee will be designated by SREB as committee chairman. Generally the local organization representative serves as project committee chairman.

Project Committee Chairman Shall:

a. Release the first stipend check to the intern on the date the appointment begins. (This check will be mailed to the chairman for presentation to the intern.)

b. Certify at specified times the performance of the intern and approve expenses within budget limits. (Appropriate forms will be supplied to the committee chairman for use by the intern and signing by the chairman.)

c. Provide for such publicity of the internship project as seems desirable in the specific instance. (A news release will be supplied by SREB to the host organization and university or college.)

d. Call necessary meetings of the project committee to insure effective communications among members and necessary direction for the intern and his project. (At the conclusion of the second week of an appointment, it is recommended that the project committee chairman convene a meeting of the total committee to review project purpose and objectives.)

e. Establish reporting procedures expected of the intern during the appointment. (Daily diaries and weekly reports to the project committee members are possible procedures.)

f. Arrange total project committee review of the intern's final report. (Report to SREB the committee's acceptance of the final report and plans for its reproduction and utilization in the area.)

Representative of the Host Organization Shall:

a. Assist in developing a project for the intern that fits into the organization's plan for development, assist the intern and project committee members to settle upon a specific project definition, and help complete the Project Outline Guide.

b. Serve on the project committee, usually acting as chairman.

c. Provide necessary daily supervision of the intern's activities with a view to the ultimate usefulness of the project.

d. Help the intern as much as possible with respect to efficient and economic living and working arrangements.

e. Assist the intern and project committee members in gaining orientation to the objectives and actions of the sponsoring and host organizations.

f. Arrange meetings between the intern and officials of area governments, schools, industries or other enterprises which may be interested in the intern's project.

g. Review the final project report with other project committee members.

h. Be responsible for distributing published final reports within sponsoring organization and to interested agencies and individuals.

i. Prepare and submit to SREB an evaluation of the project and the program.

Technical Adviser Shall:

a. Assist in determining areas of assignment and project definitions.

b. Serve as a member of the project committee and provide technical assistance as required by the nature of the project.

c. Be available for consultation with the intern at specified times and for at least two project committee meetings during the course of an internship appointment.

d. Review the final project report with other project committee members.

e. Prepare and submit to SREB a report evaluating the project.

University Counselor Shall:

a. Be responsible for recruitment of students and assist in the final selection of the intern with other project committee members.

b. Serve as a member of the project committee, participating in the development of projects and advising as to the educational and training value.

c. Provide educational counseling. (See following page on Counselor as Interpreter)

d. Advise and assist the intern in the preparation of his final project report.

e. Prepare and submit to SREB a report evaluating the internship program and each intern's project.

f. Prepare a case study on the internship and submit to SREB at the end of the internship period.

g. Develop and submit a plan for continued participation of his university or college in programs of the host agency in a service-learning context. Suggest ways in which interns returning to campus can be utilized as resources in classes, seminars and other parts of the academic program.

Specific Suggestions for Counselor:

1. Visit site of intern's experience at least twice during appointment period.

2. Use the phone for communicating frequently with intern -- nights and weekends offer good times for reflective thinking together.

3. Maintain contact with host agency representative.

4. Encourage interns to return to campus for at least one consultation.

5. Suggest readings for intern related to his project and responsive to interests that arise.

6. Help the intern examine general theories and models in relation to his own experience.

COUNSELOR AS INTERPRETER

> "In a limited way I know what my mission is. Now what I would like to know is what you know that would be helpful to me in the pursuit and in the re-examination of that mission." (An intern)

When a student accepts a resource development internship appointment, he knows in a limited way what his mission is. The counselor's task is to provide the interpretive assistance looked for in the pursuit and re-examination of that mission. Interpretation at three levels is at the heart of the counselor's participation in a resource development internship.

Interpretation With the Student

- Interpret service-learning concept.

> "When the idea of service is put into action, it changes the nature of education. Education becomes an integral part of living, not just a preparation for life. It becomes a lifelong joy in the discovery of yourself and your relation to the world. It is realizing that every person and institution is vulnerable to the forces around them. Thus the need for involvement, for caring."
> (Gay Boyer, "Razing the Grad School Ghetto")

- Interpret relationships (or lack of) between internship experiences and academic experiences.

- Listen to the intern and respond from where he or she happens to be "at." Look for hidden concerns, motives, values that may be expressed in other forms.

- Help evaluate project and educational goals and standards established by the committee and intern.

> "The world is changing at an exponential rate. If our society is to meet the challenge of the dizzying changes in science, technology, communications and social relationships, we cannot rest on the answers provided by in the

past, but must put our trust in the processes by which new problems are met. For so quickly does change overtake us that answers, 'knowledge,' methods, skills, become obsolete almost at the moment of their achievement.

"This implies not only new techniques for education, but indeed a new goal. In the world which is already upon us, the goal of education must be to develop individuals who are open to change, who are flexible and adaptive, who have learned how to learn, and are thus able to learn continuously. Only such persons can constructively meet the perplexities of a world in which problems spawn much faster than their answers. The goal of education must be to develop a society in which people can live more comfortably with change than with rigidity. In the coming world the capacity to face the new appropriately is more important than the ability to know and repeat the old."

(Carl R. Rogers, "A Plan for Self-Directed Change in an Educational System")

- Assist the intern in organizing and preparing a final report, which is useful to the local community and also meets academic standards.

Interpretation With the Local Community

Standing with a student between the academic community and the public service developmental agency, a university professor serving as an intern counselor can:

- Learn from public service developmental agencies about specific community needs, and the new and changing responses being generated to meet those needs.

- Interpret university or college participation (or lack of) with these specific needs.

- Interpret the teaching and learning possibilities a service-learning internship demonstrates.

- Provide information and knowledge to community from own or other resources available from college or university.

- Bring intellectual discipline and objective reflection to the emotion charged atmosphere of real problems.

Interpretation With the University

- Interpret educational potential in service-learning programs.
- Interpret relationships of service experience to curriculum offerings.
- Interpret opportunities available for faculty and student service with community needs.
- Interpret and explore nature and scope of university involvement in service-learning activities.
- Interpret and explore the nature and scope of student manpower availability on campus.
- Identify practitioners who can contribute to seminars and classroom teaching.

FINAL REPORT GUIDELINES

Purpose and Scope of Guidelines

The culmination of the intern project will be the final report. It is your report to the local organization for which you carried out your internship activities and is to be prepared under the guidance of your committee. It is required under the terms of appointment by SREB. In some cases, it may also serve as a course requirement of your college or university. The following suggestions should be helpful in recording and organizing your data and writing the report. Since the areas of investigation or action covered by interns vary greatly, not all of the suggestions will apply in any one case. They should be considered only as guidelines.

General Suggestions

The writing of your final report will naturally have to wait until the completion of the field work, but it should be planned from the very beginning of your project. The content and structure of a good report are related directly to the nature and scope of the study and to the methods used in gathering, recording and interpreting data. The scope, i.e., geographical area and objectives of the project should be clearly defined. The methods used in pursuing the project should be recorded.

Most of your time will be spent gathering data from books, articles, documents, reports and from many individuals. You may use one or all of these approaches, but the personal interview will probably constitute a chief source of information. Whatever the source, it should be relevant to the objectives of your study and documented; i.e., the source or person should be accurately recorded. Titles of persons interviewed are important and should be noted. A field notebook is essential. Don't rely on memory; write it down on the spot. A procedure found helpful by many investigators is transferring the notebook to cards, which are filed by topic.

You should submit intermittent progress reports to your committee during your internship. These reports and careful attention to notes will greatly simplify the compilation of the final report. As the project progresses, the format and substance of the final report should be considered in your data collection and the form you use in your intermittent reports. If you use this approach, you will find that the preparation of your final report has been made much quicker and easier. Don't allow your interim reports to become merely statements of activities. These can be included, but let the report reflect your progress in understanding and interpreting your project.

Organizatien of the Final Report

The following general organizational format has been used in some earlier final reports. It may suggest a form and order of presentation that will fit your study.

a. Cover Sheet - name of project, intern, local sponsor, and project committee members. Date of report - month and year.

b. Contents - title of major sections with page numbers. Double spaced, one side of page.

c. Highlights - succinct statements of major findings, observations and suggestions.

d. Introduction - general description of project; relation to overall problem of resource development; statement on methodology.

e. Objectives - concise statements of what project seeks to accomplish.

f. Description of Project Area - location, geography, land utilization, population statistics, industries, agriculture, water resources, transportation systems, shifts in economy, etc.

g. Findings - presentation of content and substance of project activities. Primary attention to case histories, actual happenings, interviews and accurate documentation is essential.

h. Conclusions - your personal opinion of interpretations drawn from data presented in preceding section.

i. Recommendations - these should grow out of conclusions; concise explanation of recommendations and methods of implementation.

j. Supplemental materials (appendix)

(1) Acknowledgements - list of people consulted or assisting with project.

(2) Bibliography - list of books, articles, or other information sources cited in body of report or pertinent to objectives of study.

(3) Tables, charts, diagrams.

The final project report covering the internship project and the intern's findings and conclusions shall be submitted to the project committee at the end of the internship appointment, or within 90 days thereafter. Failure to submit the

report within 90 days of project appointment termination will result in the forfeit of the final internship payment. The counselor will be responsible for assisting the intern in the preparation and submission of the written report for review by the project committee members. The project committee member will submit a signed acceptance of the final report. After each member of the project committee has reviewed the report, a final draft should be submitted to SREB. [Final reproduction of the report will be arranged between the project committee and SREB.]

Publications prepared by SREB are 8-1/2 by 11 inches with allowance for binding on the left. Charts, maps and graphs will be photographed and reproduced by photo offset method. When possible, the original art work should be submitted in camera-ready form.

Major heads are all caps, centered and begin a new page. Sub-heads are caps and lower case, flush left and underlined. Page numbers should be centered one inch from the bottom.

The final draft should require little editing. When received by SREB the manuscript, as attested by the project committee members, should be ready for the type setters.

ORIENTATION AND SEMINARS

At the initiation of each intern assignment, the project committee will plan an orientation meeting to review project objectives, committee responsibilities and intern expectations.

SREB may conduct orientation sessions for interns and project committee members at the beginning of each assignment period, or shortly thereafter, to review program objectives and administration.

SREB will sponsor seminars for interns during each program period to examine resource development concepts and practices, and to provide opportunities for discussions among interns.

SPECIAL SITUATIONS

Should any question or unusual situation arise which cannot be settled or answered by the project committee, the project committee chairman should bring the matter to the attention of SREB. For instance, if for the good of the project extension of time or expenses appears to be necessary and warranted, and cannot be borne by the host organization, SREB upon request will consider appropriate action.

STATEMENT ON INCOME TAX

No one statement concerning taxability of the stipend applies in all cases. Internships in resource development are considered educational programs. In general, when an internship appointment has served to meet an academic requirement for a degree it may be exempt from taxation. Income tax is not withheld from stipend payments. Form 1099 is used to report payments over $600 in a calendar year. It is suggested that each intern contact his local IRS office concerning taxability of the stipend, and refer to Section 117 of the Internal Revenue Code as being possibly applicable in some cases.

CORRESPONDENCE

All correspondence regarding the internship programs should be addressed to:

Resource Development Project
Southern Regional Education Board
130 Sixth Street, N. W.
Atlanta, Georgia 30313

Telephone: (404) 872-3873

DEVELOPMENT IS THE NEW NAME

FOR PEACE

Excessive economic, social, and cultural inequalities among peoples arouse tensions and conflicts, and are a danger to peace. . . . The condition of the peoples in process of development ought to be the object of our consideration; or better: our charity for the poor of the world--and there are multitudes of them--must become more considerate, more active, more generous. To wage war on misery and to struggle against injustice is to promote, along with improved conditions, the human and spiritual progress of all ment, and therefore the common good of humanity. Peace cannot be limited to a mere absence of war, the result of an ever-precarious balance of forces. No, peace is something that is built up day after day . . .which implies a more perfect form of justice among men.

Pope Paul VI
On the Development of Peoples

ADVISORY PANEL

An Advisory Panel of representatives of higher education and resource development was appointed by SREB to assist the project staff in planning and evaluating the internship programs. Through meetings and individual consultation the panel has contributed to the development of the programs.

Advisory Panel
Resource Development Internship Programs

Dr. B. R. Brazeal
Dean
Morehouse College
Atlanta, Georgia

Mr. J. W. Fanning
Vice President for Services
University of Georgia
Athens, Georgia

Dr. George Gadbois
University of Kentucky
Lexington, Kentucky

Mr. John Hampton
Special Assistant to Governor
State Planning Task Force
Raleigh, North Carolina

Mr. Boisfeuillet Jones
Woodruff Foundation
Peachtree Center
Atlanta, Georgia

Dr. James Morris
Commission on Higher Education
Columbia, South Carolina

Dr. John Peterson
Arkansas Employment-7th District
Little Rock, Arkansas

Dr. Herman E. Spivey
Department of English
University of Florida
Gainesville, Florida

FEDERAL EXECUTIVE OF THE FUTURE

1. He will be more broadly educated and more continually educated. Instead of being well-versed in one primary discipline and conversant in one or two secondary ones, he may have to be the master of two or three primary disciplines and conversant in several others.

2. He will be far more mobile. He may spend portions of his career in state and local government, in universities, foundations, research centers, businesses, and industries.

3. He may lose much of his current identity as a federal executive. He may be designated a CPE - Certified Public Executive. Though federally based, he will be trained and conditioned to serve where needed.

4. He may be less committed to his parent organization and less committed to specific programs and their own special methodologies, but he will be more committed to a specific public policy, regardless of where he may be working at any given time, in the interests of carrying out that policy.

5. He will identify more with his constituency -- the people to be served by his programs.

6. He will have new and sharpened tools with which to work. He will be more facile with systems analysis, program evaluation, manpower planning, operations research techniques, computer programming, cost effectiveness, and PPBS. And there will be new tools as yet unknown.

7. He will be more carefully and even scientifically selected for training, assignment and reassignment.

8. He will have greatly expanded career opportunities. Men and women trained in a variety of federal positions of increasing responsibility will be in demand to play leadership roles in many theaters of American life--in business and labor, education and in the profession.

9. He will have greater recognition and prestige. Especially through executive interchange, he will become better known and better appreciated throughout the nation.

10. The executive and professional of tomorrow will discover and enjoy many new personal interests and satisfactions. Freed of his old style commitments and career boundaries, and projected into new arenas of endeavor, he will meet many more interesting and stimulating people. He will find new excitements, new challenges and new rewards.

From comments of John W. Macy, Jr., Chairman, Civil Service Commission in describing the federal execut of the future at the dedication of the Federal Executive Institute in Charlottesville, Virginia.

MY ROLE AS AN INTERN - ITS STRENGTHS AND WEAKNESSES

The Resource Development Project of the Southern Regional Education Board outlines the role of an intern as a manpower assistant, working with and for economic and social development agencies seeking to solve the pressing problems of developmental change. The Resource Development Project Handbook further states that an internship is not only a work experience, but also an educational exchange. As a liaison between institutions of higher learning and programs of social and economic development, the intern participates in, benefits from, and promotes both agency and educational communities of knowledge. An internship is a service-learning experience; it is, however, much more.

As an intern, my role has been manifold. It has ranged from interviewing and helping select employees to teaching algebra in remedial education classes, to discussing local, state and national problems with people from all socio-economic levels. It has been a role primarily concerned with discovering and uncovering constructive information essential to the improvement and promotion of the Comanche County Community Action Program. Secondarily, my role has been that of a catalyst, activating and reactivating stagnant human resources to active involvement in bettering the quality of poor people's lives. In fulfilling this dual role, I have necountered some successes, some failures and many frustrations.

The most exasperating part of my role as an intern was the suspicion and apprehension I encountered while interviewing or surveying certain individuals. Some even considered me an investigator, sent to find fault with their respective projects. This false image remained evident, even though I continually maintained that I was a researcher, not an investigator.

Another detriment to my internship was my youth. Most of those interviewed were receptive to the questions I asked and the comments I offered; others were not. They felt that the information I requested was none of my business and that the comments I offered were irrelevant and immaturely made. I realize that not all of my comments were premium suggestions, but many had their merits and were worth pursuing.

The weaknesses of my internship were few; the strengths were numerous. Most of the Community Action Program staff were enthusiastic about my research and actively interested in it. We freely exchanged comments, criticisms and suggestions, and both parties benefited in some way from the discussions. I was allowed to participate in committee meetings, personal conferences, employee selection and, in one way or another, was exposed to all the workings of a Community Action Agency.

A synopsis of the information garnered through interviews, observations and community surveys is presented in my report. This is the fruit of my internship labors.

Stuart A. Bach
University of Oklahoma
OEO Summer 1968

RESOURCE DEVELOPMENT

READING LIST

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Weller, Jack E., Yesterday's People: Life in Contemporary Appalacnia, Lexington, Ky.: University of Kentucky Press, 1965.

...Overall Economic Development Plans (OEDP) are available for most EDA designated counties in the South. They offer a basic economic profile of counties.

...The Tennessee Valley Authority has published a summary of resources for each of the Tributary Area Development Associations. (TADA) These books provide valuable background material for each TADA area.

...The Resource Development Project has copies of many of the previous intern reports. Upon request SREB will furnish any of these which are still available.

"The Design of Cross-Cultural Training: An Alternative to the University Model," Rogert Harrison and Richard L. Hopkins, Journal of Applied Behavioral Science, Vol. 3, No. 4, 1967.

Student Interns Infiltrate Sacramento

Jack Clossen, a senior at UC Santa Barbara, spent much of the past summer helping to prepare a study of campaign spending for the Secretary of State. Robin Stickney, a senior at Stanford, worked in Senator Dennis Carpenter's office researching small claims court reform. UCLA student Allan Hacker participated in an investigation of the mercury content of the air conducted by the Department of Air Resources.

Interesting work, for the most part, but more than that — a chance for each student to participate directly in the real tasks of state government, to learn something of the whole by becoming a small part. And for the agencies, a chance to put fresh young minds to work on some hard old problems at very little cost to the taxpayers.

Clossen, Stickney and Hacker were only three of some 250 student interns who came to Sacramento during the past year to work at state government for a term, the summer, or a full year. They worked for individual legislators, they worked in major state departments, and they worked in the offices of the Governor, Lieutenant Governor and Secretary of State. Undergraduates and graduate students, they came from Sacramento State, Fresno State, UC Davis, UC Santa Barbara, UCLA, Stanford, and McGeorge School of Law.

Summer Interns

The greatest number of students came to Sacramento as summer interns under programs sponsored by UCLA, UC Santa Barbara and Stanford. The largest of these summer programs, sponsored by the UCLA Associated Students, sent 45 interns to the capital this year, with 24 students assigned to the Legislature and 21 to state administrative agencies. Each student received at least $150 for the summer, and most were expected to cover their additional expenses themselves. For those who couldn't, there were a limited number of scholarships to increase their total income to $450 for the summer.

The UC Santa Barbara program, titled "Gauchos in Government", is restricted to eight to ten student interns. This is done so that the small budget can be stretched to give each intern $250 in pay for the summer and so that individual attention can be offered in matching each student's interests with available jobs in Sacramento. This year there were eight students in the program, most of whom were majoring in political science and had some knowledge of state government.

The Stanford program, the first of its kind when it began in 1967, has stayed the smallest, providing only six internships this summer. The program is supported from a $10,000 endowment fund and is run through the Stanford Alumni Advisory Board. Each student must find his own job and support himself on a $200 stipend without the benefit of student housing available to other intern programs.

There are also several summer intern programs sponsored by the state executive offices. The largest of these has been set up by the Lieutenant Governor's office and this year provided 22 positions each with a salary of $400 for the summer. Students were placed as staff assistants in the various units within the Lieutenant Governor's office and the boards and agencies which are his special concern. This summer, for example, Dave Ernst, a law student at UC Davis, worked with the Lieutenant Governor's staff to develop alternatives to student housing on the state college and University campuses. Jack Ford, working for a task force on narcotics, helped to prepare a brochure for servicemen on drugs, and Nick Chiulos, assigned to the State Clearinghouse, helped to coordinate state applications for federal grants.

The avowed purpose of Lieutenant Governor Reinecke's program is to "get youth involved in government." "These interns came up with darned good ideas," Reinecke said recently. "They drafted most of the resolutions I took to the National Conference of Lieutenant Governors in Sun Valley." The Lieutenant Governor now hopes to find private support to expand this internship program to offer 15 to 20 part-time positions which continue for two academic quarters.

The program may also produce some benefits for other student internship programs. David Jinkins, a graduate in public administration at UCLA, was given the job of rewriting a report on internship programs throughout the state, bringing up to date a survey conducted initially by the California Education and Training and Advisory Council, but never published. In revising the survey, Jinkins is adding a guidebook for administering internship programs to be distributed to counties, cities and universities to aid them in establishing cooperative internship programs.

Legislative Aides

There is also a summer internship run by the Assembly Rules Committee which provides student interns to four Democrats and four Republicans in the Assembly. There is little publicity about this program, however, and students usually find out about the internships through friends in the Legislature. These Assembly summer interns receive $1,000 for the summer and the majority are assigned to do partisan work for the Assembly party leaders and staff.

In addition to the formal programs, many students obtain intern assignments on their own. This session there were over 70 interns working in 40 different Assembly offices and 17 interns working in the Senate. Most of the summer interns who work for legislators find that their jobs entail running simple errands, writing constituent letters and press releases, and preparing bill analyses. A few interns, however, are given special research projects or are able to direct their own activities. This summer, for example, Danny Mar, a UCLA intern, did a study on health care services for Senator Dennis Carpenter's office, and Bob Horacek, in Assemblyman John Burton's office, prepared a migrant labor report which may become a source for legislation next session.

Although their duties were often mundane, many of this summer's legislative interns nevertheless found the experience enjoyable and rewarding. While they understood that their jobs might not be vital to the office in which they worked, they saw in most cases that it gave them an unusual opportunity to study the legislative system. UCLA student Margaret Woodbridge expressed a common reaction when she said, "The system makes more sense now, and the importance of compromise and bargaining are clearer."

Academic Credit

Some campus officials have come to believe that longer-term internships which give the student more time to adjust to the job are more valuable for students. As a consequence, several campuses have set up undergraduate and graduate programs in Sacramento which last from two to six months and enable students to gain academic credit as well as experience. The UC Riverside Political Science Department, for example, gives students 15 units of credit for working full-time in the capitol for one academic quarter. The University of California at Davis sponsors a program which gives interns eight credit units for part-time work during two consecutive academic quarters. The Davis program, coordinated by Dr. Richard Gable, places students in both paying and non-paying jobs in the Legislature, various state agencies and private organizations closely related to state government. Sacramento State College also supports an internship program which is similar to the UCD program.

Assembly Internship Program

Although most Sacramento internships are only temporary, part-time positions, there are three formal, year-long internship programs which allow college graduates to serve in active staff positions with the Legislature. Among these, the Assembly Internship Program is the oldest and probably the most well-known because of the successful placement of its graduates. James Driscoll, who graduated with the first "class" in 1958, is now the Chief Clerk of the Assembly. Interns from later classes have stayed to become Chief Administrative Officer, Assistant to the Speaker, committee consultants, administrative assistants and researchers.

The program is financed by the Assembly, and is intended not only to provide students in the fields of government, journalism, teaching, and law with experience in state government, but also to serve as a training program for legislative staff. Applicants for the program are screened by an executive committee consisting of representatives of participating California universities and colleges and the Assembly Rules Committee. The Assembly interns serve for ten months and were paid $600 a month this year.

Upon arriving in Sacramento in September, each Assembly intern is assigned to a standing committee as a regular staff member and is expected to perform such services as bill analysis, the preparation of press releases, speech drafting, setting up hearings, and researching specific subjects. The fourteenth class (1970-71) is in no way an exception: Dave Ackerman helped analyze the budget for the minority on the Ways and Means Committee and has now been hired as their consultant; Chuck Cole served as staff for the majority on the Ways and Means Subcommittee on Executive and Legislative Affairs and has recently been hired by the Assembly as an assistant consultant to the Water Committee.

Senate Interns

The Senate also has a year-long internship program which draws from graduate students in political science at the University of California at Davis. This past year the American Political Science Association and the Senate supported one full-time intern, Mary Bourdette, who worked as a consultant for the Senate Committee on Education, and one part-time intern, Bob Foster, who worked as assistant consultant for the Committee on Public Utilities and Corporations.

The other full-time internship program in the Legislature is sponsored by the Urban Affairs Institute and supported by the Ford Foundation. This program is aimed specifically at recruiting minorities into state government and public administration. This year, there were two interns in the Legislature: Clarence Williams, who served as an assistant consultant for the majority on the Assembly Ways and Means Committee, and Andy Tobar, who worked in Senator Zenovich's office.

Governor's Office

Governor Reagan also has two student interns in his office. The two, Rex Hime and Tim Comstock, are both law students at UC Davis, and have worked all year as student advisors to the Governor. Hime initiated the Governor's "random sample meetings" with students from nearby campuses as a means of developing greater rapport between the Govenor and students, and has also done research for some of the Governor's education speeches. Comstock has worked on legislative matters, analyzing bills pertaining to youth and education.

Some Criticism

Despite their attractiveness to many students and their obvious advantages for legislators and state executives, student internships are not without their problems. Some state agencies which might provide excellent internship opportunities refuse to do so for fear that their own staff will become overburdened trying to give the interns adequate supervision. Moreover, the recent state staff freeze has precluded the hiring of interns by agencies which no longer have salary funds to use for this purpose.

Legislators and legislative staff members have also criticized the internship programs for selecting as interns students who lack any rudimentary understand-

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ing of state government. With most legislative offices already cramped for space, there is little room for student interns who cannot make a real contribution to the work of the office.

But the principal complaint about the summer internship programs in the Legislature is that they bring interns to Sacramento at the height of the session when the regular staff is far too busy to give them adequate supervision and training. The summer interns themselves occasionally complain that they are placed in legislative offices where they are given no useful work and treated as outsiders and denied personal contact with their legislators.

Campus coordinators for the summer programs complain that they cannot get enough funds to enable both rich and poor students to participate. According to Sue Powell, coordinator for the UC Santa Barbara program, "The present programs are prejudiced against minorities and poor white students because they tend to be limited to students who can afford a summer without earning money." Several legislators have also raised the point that minority students are not adequately represented because of the lack of necessary financial support. This session the Assembly has passed and sent to the Senate AB 2180 (Chacon) which would require the state internships to include a percentage of minority students proportional to the enrollment of minority students in California's academic institutions.

Single Program

Last year the Legislature sought to strengthen the administration of the state internship programs by creating a single Public Service Internship Program under the direction of the State Scholarship and Loan Commission. Although the Governor signed the bill, SB 385 (Burgener), to accomplish this, he has so far not agreed to provide the necessary funds to carry out the legislation.

But despite these and other problems the internships are becoming increasingly popular with students and state officials alike. The idea of bringing students into close contact with state government has support from many legislators, who are also aware that qualified and properly supervised interns can do much of the work of regular staff members, relieving them of some of their heavy workload.

Assemblywoman March Fong, an ardent supporter of the student internships, believes that the existing legislative programs should be greatly expanded. "Today," she says, "with so many students graduating in liberal arts, it is necessary to provide them with some job experience before they seek permanent employment. Therefore, I would like to see legislation which would furnish each legislator with at least one student intern and appropriate increased funding for state agencies hiring students. By increasing student participation in state government, it could only help both state government and the students."

The internship programs in the various state agencies are also becoming more popular as the agencies learn to use student interns in conjunction with their permanent staff to provide fresh approaches to the solution of old problems. "Students can provide new ideas and a different outlook," says Jack Held, assistant coordinator of the Lieutenant Governor's Executive Internship Program. "We think the interns can make government more exciting."

Recently the State Personnel Board hired Bob McConnell, a McGeorge law student, to find ways to increase the number of student interns in state agencies and to coordinate administrative internship programs in which 30 state agencies now participate. McConnell believes that the use of students by state agencies will gradually increase as the agencies realize the real value of student internships as sources for staff recruitment, as a way of cutting training costs, and as a means of gaining new insights into governmental operations.

For students, an internship means practical on-the-job experience which may lead to new skills and insights and perhaps a career. More important, the internship experience rounds off the student's education by integrating theory and practice.

Educators are also beginning to see internships as sources of practical experience which can be an important part of a college education for their students. The Carnegie Commission on Higher Education recently emphasized this point, saying, "Experience outside the classroom can actually benefit classroom performance, making it more meaningful." And for the state colleges and University the internship programs provide a means of enriching their curricula without adding proportionately to their costs. ■

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ment is completed. In addition, prices must be displayed conspicuously on caskets up for sale.

Employment agency fees, constantly under attack from consumer interests, are to be further regulated under SB 28 (Song). The bill sets maximum rate and fee schedules for temporary employment and terminated employment, and strengthens refunding requirements. Awaiting action in the Assembly, Song's measure also prohibits the use of fictitious names by agency counselors for advertising purposes.

Warranties and Advertising

Extension of the Song-Beverly Consumer Warranty Act to mobile homes and auto and appliance parts has been approved by the Senate. The bill, SB 742 (Song), also adds household goods and personal care items when sold with a warranty to the 1970 consumer warranty law. Other legislation, by Assemblyman Waxman, imposing 30-day warranty coverage on repair services and improvements made to consumer goods, including home improvements, failed to win passage by the Assembly's Judiciary Committee.

A demand for additional advertising controls has produced several measures aimed at insuring the accurate pricing and representation of products. Two Assembly-passed bills carried by Leon Ralph, AB 2639-2640, prohibit the use of the term "free" unless all conditions under which the free gift is offered are spelled out in the advertisement. Ads would be required to show the price of an item in cents, if over $1.00, using figures at least one-half the same size as the dollar figure, unless the price is in whole dollars.

Senator Arlen Gregorio's AB 1584 to extend the ban on using a free gift or prize gimmick in an attempt to sell goods or services awaits approval by the Assembly. A person offering a gift or prize as a come-on for making a sales pitch at the customer's home at the time the gift is delivered, must inform the customer of his intended sales presentation. ■